



Inside S.D. FACs

Family & Consumer Sciences Sept. 2005

Welcome Back to a New School Year

Welcome back to the 2005-2006 school year. I hope that everyone had a rewarding summer. The summer has flown by. The first thought that I have when the summer is over is that I did not accomplish everything that I wanted to do. But I know you are like me and fill your summer plate a little too full. I have found the need to look back and reflect on all of the accomplishments that I did get done. I encourage you to do the same.

I wanted to share with you the goals that I would like to work on. I hope that by working together we can accomplish them and set more goals.

- Become familiar with individual SD FACS Programs
- Provide support and assistance to FACS programs
- Update Resources to put on the OCTE web site
- Promote Family & Consumer Sciences throughout the state
- Look at and update South Dakota Family & Consumer Sciences Standards
- Create a newsletter that will go out four times a year.
 - Showcase FCS programs from across the state in the newsletter.
 - Give resources for teachers to use
 - Keep teachers informed

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UPCOMING DATES & EVENTS

Southeast Region PIP.....	Sept. 21
STI in Sioux Falls from 6-9 pm	
Writing to Win Workshop.....	Oct. 31 – Nov. 1
Pierre from 8:30-4:30	
Crosswalk Workshop.....	Nov. 8
WDTI in Rapid City from 8:30-4:00	
SE Region Goals, Strategic Plan & PIP due	Dec. 1
Tech Prep/HSTW/MMGW Conference.....	Dec. 1-3
Sioux Falls	
Northeast Region PIP.....	Jan. 18
LATI in Watertown from 6-9 pm	
Central Region PIP.....	Jan. 19
MTI in Mitchell from 6-9	
Western Region PIP.....	Jan. 26
WDTI in Rapid City	
Crosswalk Workshop.....	Jan. 31
MTI in Mitchell	

I encourage all FACS teachers to e-mail me their accomplishments and concerns. I will be asking for information to spotlight. I am looking forward to getting to know and work with everyone. It is my hope that we can work together to meet the needs of Family & Consumer Sciences in South Dakota.



If you want to excel, do not stare at the stairs but rather step on a stair."

- Author Unknown

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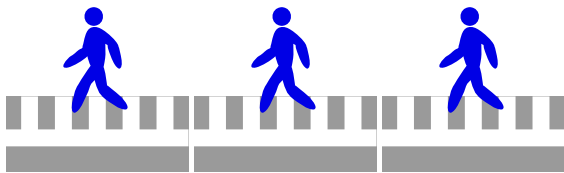
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Crosswalk Project

The reading, communication arts, math, and science state standards were recently updated. This means that most of the course syllabi that are on file are not current. By April of 2006 all course syllabi will need to be updated. The portion of the course syllabi that teachers need to look at is the crosswalks to the academic standards. If a new course is being taught or what is being taught has changed, that will also need to be updated.

There are two opportunities to attend workshops designed to give teachers work time to complete the crosswalks project. To find out more information and/or register please check out the following website.

<http://doe.sd.gov/octe/training/>



Writing to Win

Writing to Win presents the tools needed for energizing instruction through short writing assignments. In two days, participants will learn the keys to teaching effective short writing strategies to improve content area knowledge. Each participant will receive the following materials (valued at \$103) free of charge:

- ***Journal for Writing Across the Curriculum***, teacher's manual
- ***Log of Entries*** and ***Guide for Writing in Your Journal*** wall charts
- ***Coaching DVD for Journal Writing***, (40 minute interactive video)
- ***Monitoring the Progress of Your Writers*** resource guide for writing coaches

The workshop will be held Oct. 31st through Nov. 1st at the Ramkota Inn in Pierre. To find out more information and register check out the following website.

<http://doe.sd.gov/octe/training/>

ProStart: School-to-Career Program

The restaurant industry is growing quickly creating 300,000 new jobs each year. FACS teachers have an opportunity to prepare students for a career in the restaurant and foodservice industry.

South Dakota is looking at bringing the ProStart program to high schools. The program is a two-year industry based curriculum that prepares high school students for careers in the restaurant and foodservice industry. The curriculum is hands on based and integrates core academic skills.

Students gain valuable restaurant and food service skills through classroom and workplace experience. The students can earn a National Certificate of Achievement upon completing the program. In order to accomplish this they must pass two exams and complete 400 hours of work experience. Students are then candidates to apply for a \$2000 scholarship to a postsecondary school of their choice. The students are also ready to work in the restaurant and food service industry. South Dakota is also working on setting up articulation agreements with the Universities and Technical Institutes.

If you are interested in ProStart, check out the following website: <http://www.nraef.org/prostart/>. Assistant Professor Gary "Lee" Frantz from South Dakota State University can also answer questions about the program. I encourage everyone to check out the program and consider implementing it into your curriculum. Funding will be available through Perkins incentive grants in which school districts will have to apply for. The application will be posted on the following website: <http://doe.sd.gov/octe/>.

2005 SDATFACS AWARDS

Sharry Knock Carl Perkins Humanitarian Award	Jean Clarke Outstanding Career and Technical Teacher of the Year	Joline Dunbar Outstanding Teacher in Community Service
Liz Gorham South Dakota Cooperative Extension Service Award of Merit	Suzy Ries Outstanding New Career and Technical Teacher	Shannon Mentzer Friend of South Dakota Career and Technical Education
Julie Bell Outstanding Career and Technical Educator of the Year	Machelle Bonde Outstanding Service Award	Nikki Melius Family & Consumer Science OCTE Directors Award

Resources – Internet & Teaching Strategies



<http://www.themint.org>

7-9th Grade

The mint provides information, examples, interactive experiences, and supplemental material for your classroom. The topics for student are: Earning, Saving, Spending, Tracking, Investing, & Owing. Under the title 'Earning' tab – Careers heading is an area called 'Where Your Paycheck Goes'. This portion of the site lets students type in a salary and then choose expenses to come up with a budget. This portion is a great introduction to budgets.

<http://www.ring.com/health/food/food.htm>

7-12th Grade

Download a two page brochure of the new 2005 Food Guide Pyramid.

<http://www.mypyramid.gov/mypyramid/index.aspx>

<http://www.mypyramidtracker.gov/>

The first site is an online assessment tool that personalizes the new Food Guide Pyramid for individuals. The second site lets individuals enter in foods they have eaten and gives feedback in regards to diet quality and physical activity.

<http://www.consumerjungle.org/junglemambo/index.php>

High School Students

This site sponsored by Young Adult Consumer Education Trust is an interactive program for students to become literate, savvy consumers. The following topics are covered.

- Use and abuse of credit, choosing a card wisely, dangers and downfalls of credit, rights, and resources.
- How to buy, sell, navigate, and communicate online safely and efficiently
- How to choose the best telephone or Internet plan, consumer rights, and resources
- Cost-of-living reality check, budgeting, apartment rental agreements, landlord-tenant rights, utilities.
- How to purchase, finance, and maintain a car.

<http://pbskids.org/dontbuyit/teachersguide.html>

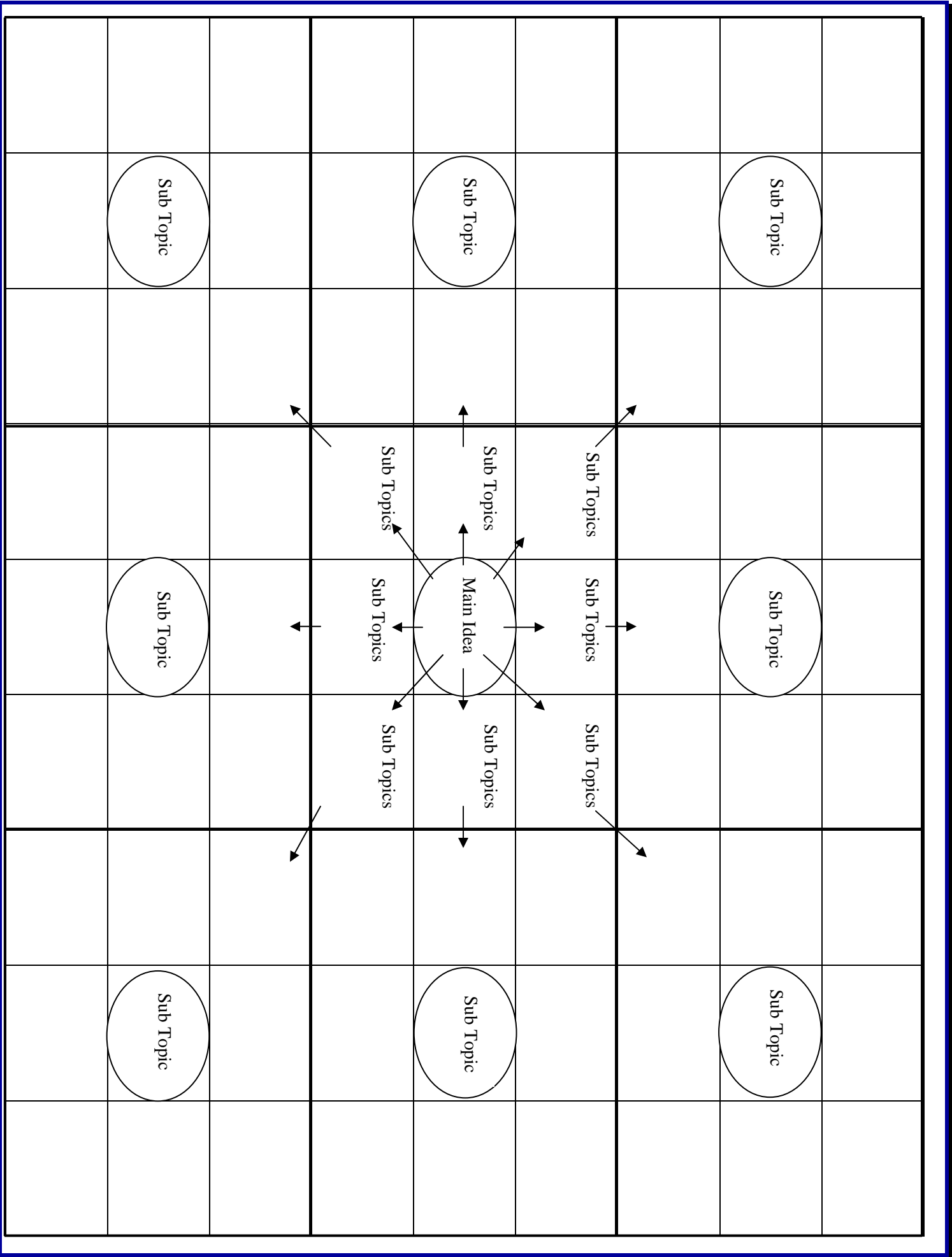
7-10th Grade

This site encourages users to think critically about media and become smart consumers. Student use skills and knowledge to question, analyze, interpret, and evaluate media messages. Topics include advertising, buying products, entertainment, and more.

[Lotus Chart \(found on next page\)](#)

All Grades

Directions: Write the main topic in the center. Brainstorm subtopics and write them around the main topic. Carry out the subtopics to each outside circle. Divide students into groups (8 if possible). Give each group a subtopic. Each group will complete only their subtopic information using brief statements. Come back as a group and share the information. Every person then has a complete chart. (Copy to a new document - take out the arrows and words & put in your own)



What is a Strategic Reader?

“Learning to read is a never-ending task because there are always new goals to reach, new horizons to explore and new interests to expand. As Goethe said, ‘I... I have been learning to read all my life and I cannot yet say I have achieved the goal.’” – Alberto Manguel

How would you define a strategic reader; what causes you to be one? Perhaps you set a purpose for reading and visualize as you read. Maybe you like to do Internet searches for the best price when refinancing your home or buying a car. You would be classified as a strategic reader; you are focused and in charge of your reading. A strategic reader works actively to construct meaning, is independent, and reads to learn.



A Strategic Reader works actively to construct meaning. Strategic readers are metacognitive; they think about and are aware of their thinking as they read. They know that reading has to make sense, so they develop a toolkit of formal and informal strategies to assist their reading efforts. As readers in the content areas, strategic readers use strategies to focus thinking before, during, and after reading to make meaning from all kinds of texts. Strategic readers make connections to their reading in three different ways (Keene & Zimmerman, 1997):

- Text-to-self. Refers to connections between the text and their background of knowledge or past experiences
- Text-to-text. Refers to connections between the text they are reading and other resources they have read on the same or related topic
- Text-to-world. Refers to connections between the text and world issues, societal concerns, and the world at large.

A Strategic Reader is independent. Strategic readers move from dependence to independence. They are motivated, competent, self-controlled learners who transfer skills or strategies from one situation to another (Palincsar & Brown, 1986). Strategic readers are thinkers; they use metacognitive processes to analyze the reading task and the reading material, to make an appropriate plan for achieving the purpose, to monitor their understanding while reading, and, if necessary, to re-plan. If the plan is not working, they independently adjust their approach through the use of fix-it strategies like rereading and questioning.

For most students to become independent they must receive explicit instruction on how to think and read in each particular content area. A strategic thinker thinks differently when reading a spreadsheet than when reading poetry. Because learning in each content area is unique, students must be taught how to read by those who understand the purposes, concepts, formats, and syntax of the subject.

A Strategic Reader reads to learn. Strategic readers value reading and read daily for information and pleasure. They don't settle for one resource for information; they read from multiple sources. Strategic readers reflect and evaluate while reading books and articles, often skipping non-essential passages. They regard book clubs, reading circles, and talking with friends about articles or books as an important, worthwhile task. In summary, strategic readers are curious knowledge-seekers who choose to continuously read because they know it opens many doors of learning and vicarious experiences. (Permission to reproduce information was given by Rachel Billmeyer . Aug. 19, 2005)

Rachel Billmeyer is an educational consultant known for her work with reading in the content area. She has published excellent resources for professionals to develop their knowledge of reading in the content area and strategies to use. Check out her website. <http://www.rachelbillmeyer.com/>



South Dakota Occupations Needing the Most Workers 2002 - 2012

	2002 Workers	2012 Workers	Workers Needed Yearly
Cashiers	12237	14180	790
Retail Salespersons	12494	14520	657
Food Preparation & Serving Workers	9170	11018	582
Waiters & Waitresses	6318	7296	423
Nurses, Registered	8652	10910	407
Customer Service Representatives	8571	10906	361
Janitors & Cleaners	9094	10710	334
Truck Drivers, Heavy & Tractor-Trailer	7343	8806	266
Child Care Workers	5778	6548	234
Bookkeeping & Accounting Clerks	8945	9500	223
Food Preparation Workers	3790	4616	217
Receptionists & Information Clerks	3899	4978	204
Laborers & Material Movers	6141	6164	203
Sales Representatives, Wholesale & Manufacturing	4334	5206	201
Nursing Aides, Orderlies & Attendants	6089	7198	191

S.D. Occupations Needing the Most Workers

South Dakota Department of Labor projects that in the year 2010 their will be in increased need for workers in South Dakota. Food preparation and serving workers occupations is expected to increase from 9,000 workers in 2000 to 12,000 workers in the year 2010 (Feb. 2003 SD Dept. of Labor). There will be a large demand for fast and convenient food. Many households will have two-income families and an increase in outside-the-home activities. With the demands that will be put on busy families, there will be a larger need for food service workers. Due to South Dakota's changing lifestyle and ageing population there will also be a need for entrepreneurship businesses such as catering, meals on wheels, or other small businesses in the food industry. Not only will FACS teachers be able to play a role in training students for employment, but educate students about nutrition and consumer choices. Personal finance skills, employability characteristics, and child development also tie into the scenario.

Dual income households are also a cause for the expected growth of child care workers. Child care occupation is projected to grow from 7,400 to 9,200, a jump of 1,800 workers (Feb. 2003 SD Dept. of Labor). Not only will there be a need for child care workers, but an emphasis will placed on early childhood education and preschool. This will allow for opportunities for FACS instructors to prepare students to own their own licensed daycare at a higher level of introductory skills or continue their education in early childhood. The need for after school programs and care outside the 9-5 work schedule has also increased.

FACS programs consist of many different topics. These are just two reasons to back up the importance of Family & Consumer Sciences programs.

New Video's from the State Library

- Super Size Me
- Show Me the Money – Understanding Your Paycheck
- Extra Credit – Do's and Don'ts of Money Mgmt.
- Frank Lloyd Wright Way – Apprentice to Genius
- Carbs on Trial
- Money Matters – Mastering Basic Money Mgmt.
- Charge It – Credit Card Secrets
-

Want to Join or Request a Video for Viewing

Check out the Career and Technical Education

Resource website: <http://doe.sd.gov/octe/terc/docsforms.asp>

FCCLA Leadership Week @ Mitchell Oct. 1-3

Registration information online – due Sept. 14th

- Stop the Violence Training
- Rookie Training
- Leadership Power Training for Officers

FCCLA District Meetings

District 1 Feb. 17 @ Watertown	District 6 Dec. 14 @ Winner
District 2 Dec. 7 @ Elkton	District 7 Feb. 15 @ Huron
District 3 Jan. 23 @ West Central	District 8 Jan. 16 @ Eureka
District 4 Feb. 13 @ Alcester	District 9 Feb. 13 @ R.C.
District 5 Jan. 16 @ Mitchell	

Just a Few Things from SDSU

By Dr. Debra DeBates

A meeting to “kick-off” the start of a Jump\$tart coalition in South Dakota was held on Thursday, August 11 in Sioux Falls. Representatives from business, industry, and education were present. FACS representatives attending were Julie Bell, Christi Larsen, Deb DeBates, Carol Birgen, and Extension educators, Julie McKay and Rebecca Leonard.

The Jump\$tart Coalition for Personal Financial Literacy seeks to improve the personal financial literacy of young adults. Jump\$tart's purpose is to evaluate the financial literacy of young adults; develop, disseminate, and encourage the use of standards for grades K-12; and promote the teaching of personal finance. The Jump\$tart Coalition believes that all young adults need to have the financial literacy necessary to make informed financial decisions. For more information, visit the website at www.jumpstart.org.

A second meeting will be held on **Thursday, October 12 from 1-5 p.m. at Citibank in Sioux Falls.** More information about this meeting will be sent out later. Mark your calendars if you are interested in being involved in getting things started.

Recruitment of family and consumer sciences education majors is a top priority for the College of Family and Consumer Sciences this year. Please encourage your students to explore opportunities for them with this major. If you have students that you would like me to contact, please send me names and addresses and I will get in touch with them.

Have a GREAT school year!

ONLY LIFE COULD BE LIKE A COMPUTER!

- If you messed up your life, you could press "Alt, Ctrl, Delete" and start all over!
- To get your daily exercise, just click on "run"!
- If you needed a break from life, click on "suspend".
- Hit "any key" to continue life when ready.
- To get even with the neighbors, turn up the sound blaster.
- To "add/remove" someone in your life, click settings and control panel.
- To improve your appearance, just adjust the display settings.
- If life gets too noisy, turn off the speakers.
- When you lose your car keys, click on "find".
- "Help" with the chores is just a click away.
- You wouldn't need auto insurance. You'd use your boot diskette to recover from a crash.
- We could click on "send" and the kids would go to bed immediately.
- To feel like a new person, click on "refresh".
- Click on "close" to shut up the kids and spouse.
- To undo a mistake, click on "back".
- Is your wardrobe getting old? Click "update".
- If you don't like cleaning the litter box, click on "delete".

Author Unknown

Educational Short Stories

A new teacher, trying to make use of her psychology courses, started her class by saying, “Everyone who thinks you’re stupid, stand up.” After a few seconds, little Johnny stood up. The teacher said, “Do you think you’re stupid, Johnny?” No Ma’am,” he said. “but I hate to see you standing up there all by yourself.”



“I forgot to make a back-up copy of my brain, so everything I learned last semester was lost.”